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ABSTRACT

ERIC abstracts on educational assessment, announced by this and other clearinghouses in RIE through April 1973, are presented. The key terms used in compiling this collection are "Evaluation," "Evaluation Criteria," "Evaluation Methods," and "Evaluation Techniques." This abstract updates on earlier ERIC Abstract on educational assessment. The abstracted documents present materials on national and State assessment programs, assessment models, and assessment of school quality. While the abstract cites materials on program, teacher, and administrator evaluation, the emphasis is on evaluation of the entire educational process, including evaluation of school operations and educational quality. The following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are numbered and listed alphabetically by the authors' last names. A subject index refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE. (Author)

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ERIC Abstracts

A Collection of ERIC Document Resumes on

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PREFACE

The Educational Resources Information Center (ERIC) is a national information system operated by the National Institute of Education. ERIC serves the educational community by disseminating educational research results and other resource information that can be used in developing more effective educational programs.

The ERIC Clearinghouse on Educational Management, one of several clearinghouses in the system, was established at the University of Oregon in 1966. The Clearinghouse and its companion units process research reports and journal articles for announcement in ERIC's index and abstract bulletins.

Research reports are announced in Research in Education (RIE), available in many libraries and by subscription for $38 a year from the United States Government Printing Office, Washington, D.C. 20402. Most of the documents listed in RIE can be purchased through the ERIC Document Reproduction Service, operated by Leasco Information Products, Inc.

Journal articles are announced in Current Index to Journals in Education. CIJE is also available in many libraries and can be ordered for $44 a year from Macmillan Information, 866 Third Avenue, Room 1126, New York, New York 10022. Annual and semiannual cumulations can be ordered separately.

Besides processing documents and journal articles, the Clearinghouse has another major function—information analysis and synthesis. The Clearinghouse prepares bibliographies, literature reviews, state-of-the-knowledge papers, and other interpretive research studies on topics in its educational area.

The ERIC Abstracts series is the result of a cooperative arrangement between the Clearinghouse and the National Academy for School Executives (NASE) of the American Association of School Administrators. The Clearinghouse compiles the abstracts from document resumes in Research in Education to provide participants in a series of NASE-sponsored seminars with an up-to-date collection of ERIC materials on subjects to be presented in these seminars. Additional copies of the abstracts are published by NASE and distributed across the country to school administrators and others interested in educational administration.

Philip K. Piele
Director, ERIC Clearinghouse
on Educational Management

The material in this publication was prepared pursuant to a contract with the National Institute of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under government sponsorship are encouraged to express freely their judgment in professional and technical matters. Prior to publication, the manuscript was submitted to the American Association of School Administrators for critical review and determination of professional competence. This publication has met such standards. Points of view or opinions, however, do not necessarily represent the official view or opinions of either the American Association of School Administrators or the National Institute of Education.

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INTRODUCTION

Since the beginning of ERIC in 1966, more than sixty thousand documents have been announced in ERIC's monthly catalog, Research in Education (RIE). Of the total, about five thousand documents have been processed by this Clearinghouse. This growing collection is so extensive that it is useful to compile lists of ERIC documents on a number of critical topics in educational management. Published separately, these selected lists of documents make up the ERIC Abstracts series.

To compile each list, the RIE subject indexes are searched, using key terms that define the topic. The documents are selected on the basis of their currency, significance, and relevance to the topic.

For this compilation on educational assessment, the index terms used are EVALUATION, EVALUATION CRITERIA, EVALUATION METHODS, and EVALUATION TECHNIQUES. The documents present materials on national assessment, assessment models, and assessment of school functions and quality. The focus is on evaluation of the entire educational process, including but not emphasizing program, teacher, and administrator evaluation. The listing is complete for all issues of RIE through April 1973 and includes documents processed by this and other clearinghouses.

Based on the document resumes in RIE, the following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document ("ED") number, price of the document if it is available from the ERIC Document Reproduction Service, and the abstract. The documents are listed alphabetically by author and are numbered.

A subject index, beginning on page 19, refers to the document listing number. The subject terms, arranged in alphabetical order, are identical to those contained in the subject index of RIE.

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1. Abt, Clark C. A Cost-Effectiveness Model for the Analysis of Title I ESEA Project Proposals, Part I-VII. Cambridge, Massachusetts: Abt Associates, 1966. 122 pages. ED 013 281 MF $0.65 HC $6.58.

   Seven related reports on cost-effectiveness analysis of ESEA Title I proposals compose this document. The first report presents an overview of a cost-effectiveness model that may be programmed as a computer simulation. This model produces a quantitative description of the impact of a Title I project on the school, the students, and the community. The model focuses on changes in student achievement, attitudinal and environmental factors influencing achievement, and the community impact of improved achievement by disadvantaged students. The second report describes a school submodel representing the process whereby four student types (white and nonwhite with family incomes above and below $2,000) are combined with educational resources (teachers, equipment, and so forth) to produce better-educated individuals. The instructional process submodel in the third report indicates student achievement and attitude changes resulting from Title I programs. The community interactions submodel in the fourth report estimates the impact of Title I educational changes on seven community variables. The fifth report's cost submodel accounts for both direct and indirect costs of Title I programs. The effectiveness submodel in the sixth report analyzes the output of the other submodels. The seventh report describes the Office of Education cost-effectiveness simulation.

2. Adams, Fred C. A Planning Project to Develop New/Improved Techniques and Procedures for Evaluating Elementary and Secondary Schools. Final Report. Burlingame, California: Western Association of Schools and Colleges, 1969. 32 pages. ED 030 187 MF $0.65 HC $3.29.

   This document reports the first phase of a long-range six-phase project to develop procedures for evaluating elementary and secondary schools. The report briefly outlines a six-phase project, lists the objectives of the initial phase, defines general procedures of the project, and describes the several institutional and personal components of the project. The total project uses systems concepts and is divided into five sequential parts: retrieval or research, design, refinement, evaluation, and dissemination. Among twenty-three findings, the project staff verified the need for the project, recognized school evaluation as a timely topic among educational leaders, determined project influence on improvement of the Western Association of Schools and Colleges accreditation program, and discovered a need to obtain certain annual information from schools for data analysis.

3. Alkin, Marvin C. Statewide Evaluation of Education in New Mexico: Asessment and Recommendations. Los Angeles: Center for the Study of Evalua-

tion, University of California, 1970. 24 pages. ED 044 391 MF $0.65 HC $3.29.

A report presented to the Legislative Finance Committee of the state of New Mexico assesses existing procedures for evaluating and accrediting public schools and recommends changes. The major flaws of existing procedures are the number of excessive man hours involved and a focus on processes rather than outcomes. The staff involved in evaluation should be reorganized to reduce required time and to provide for more citizen participation. Evaluation should emphasize outcomes wherever possible, and a research effort should be undertaken to provide firm data on the relationship between certain educational processes and outcomes. An appendix contains selected questions and answers from a postpresentation session.

4. Alkin, Marvin C., and Woolley, Dale C. "A Model for Educational Evaluation." Paper presented at PLEDGE conference, San Dimas, October 1969. 12 pages. ED 036 898 MF $0.65 HC $3.29.

   This model defines evaluation as the process of ascertaining areas of concern, selecting appropriate information, collecting and analyzing the information, and reporting summary data useful in selecting among alternatives. Two feedback loops distinguish particular evaluation and decision elements for educational systems and instructional programs. The authors compare this model with the Corrigan-Kaufman six-step problem-solving model.

5. Altschuld, James W., and Baker, Dale. Project 4-E, Evaluating Elementary Education Effectively. Ohio: Columbus City School District, 1971. 21 pages. ED 059 259 MF $0.65 HC $3.29.

   This elementary school evaluation checklist covers organization and administration, curriculum and instruction, pupil services, staff personnel, instructional materials and equipment, school-community relations, evaluation and research, and physical facilities. The checklist uses yes-no, short fill-in, multiple choice, and rating scale questions.

6. American Association of School Administrators. National Educational Assessment: Pro and Con. Washington, D.C.: 1966. 56 pages. ED 070 172 MF $0.65 HC not available from EDRS.

   Various authors explore the viewpoints of proponents and opponents of the National Assessment of Educational Progress program in this publication designed for both educators and interested laymen. Their analysis of assessment and related issues includes information that could serve as a basis for objective consideration of the limitations, possibilities,

and implications of the program. The authors question the use of tests as a means of achieving assessment goals and discuss the implications of pilot programs run by private concerns such as the Carnegie Corporation. The document contains a transcript of the 1965 White House Conference assessment debate and the resolution of the 1965 Council of Chief State School Officers on measuring and reporting educational results. Also included are the 1966 Association for Supervision and Curriculum Development (ASCD) Executive Committee statement of guidelines for national assessment of educational outcomes and the 1966 American Association of School Administrators (AASA) resolution concerning national testing and curriculum.

7. American Association of School Administrators. ERIC Abstracts: A Collection of ERIC Document Resumes on Educational Assessment. ERIC Abstracts Series Number 9. Washington, D.C.: 1970. 31 pages. ED 044 770 MF $0.65 HC $3.29. (Also available from American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209.)

   A previous ERIC abstract on educational assessment contains resumes of forty-eight documents announced in Research in Education through August 1970. The key terms used in the compilation are evaluation, evaluation criteria, evaluation methods, evaluation techniques, and program evaluation. For each document, the author, title, place of publication, publisher, publication date, number of pages, ERIC document (ED) number, price, and availability precede the resume. A subject index is cross-referenced with the document listing.

8. American Council on Education. Evaluative Criteria for the Evaluation of Secondary Schools. Fourth Edition. Washington, D.C.: 1969. 359 pages. ED 034 312 MF $0.65 HC not available from EDRS. (Available from National Study of School Evaluation, 2201 Wilson Boulevard, Arlington, Virginia 22201. $6.00 paper, $7.50 cloth.)

   This manual includes specific instruments for evaluating schools to appraise their quality and to encourage staffs to seek better materials and procedures. Evaluation is based on the principle that a school should be assessed in terms of its goals and the extent to which it meets the needs of students and community. The authors suggest appointment of a steering committee to bear the responsibility for planning and supervising the entire self-evaluation of the school. A visiting committee would then check the self-evaluation of the staff. Postevaluation activities to stimulate improvements in school services are also suggested.

9. Annas, Philip A., and others. Guide to Assessment and Evaluation Procedures, the New England Educational Project. n.p.: New England Edu-

cational Assessment Project, 1966. 37 pages. ED 012 087 MF $0.65 HC $3.29.

Proliferation of federal support programs in education created an increased demand for carefully planned, formal evaluation at both state and local levels. This workbook was prepared to aid local school systems in the complex work of evaluating ESEA Title I and other special education projects. It presents a step-by-step project evaluation process and includes a glossary of terms and a bibliography.

10. Beatty, Walcott H., editor. Improving Educational Assessment and an Inventory of Measures of Affective Behavior. Washington, D.C.: Association for Supervision and Curriculum Development, 1969. 174 pages. ED 034 730 MF $0.65 HC not available from EDRS. (Available from Publications-Sales Section, National Education Association, 1201 Sixteenth Street NW, Washington, D.C. 20036. Stock No. 611-17804, $3.00.)

The first half of this publication consists of four papers on the theory of educational assessment. "The Purposes of Assessment," by Ralph W. Tyler, discusses assessment for diagnosis, for individual guidance, and for college admissions and placement. Specific areas of assessment include pupil readiness, innovations, and learning materials and procedures. "Language, Rationality, and Assessment," by Robert E. Stake, concerns curriculum evaluation, congruence and contingency, generalizability of findings, and rationalism and empiricism. "Evaluation as Enlightenment for Decision Making," by Daniel L. Stufflebeam, includes sections on the state of the art in educational evaluation and on the nature of evaluation. Walcott H. Beatty's "Emotion: The Missing Link in Education" focuses on self-concept, motivation, and learning and the promotion of affective development. The second half of the book is an annotated resource list of 133 instruments already developed or being developed. These instruments measure eight different categories of affective behavior: attitude (ten instruments), creativity (seven), interaction (fifteen), motivation (twenty-seven), personality (twenty-three), readiness (three), self-concept (twenty-nine), and miscellaneous (nineteen). Instruments are indexed by author, title, and abbreviation.

11. Brain, George B. "National Assessment: Evaluation and Accountability." Paper presented at National Association of State Boards of Education meeting, October 1970. 14 pages. ED 046 064 MF $0.65 HC $3.29.

Most standardized testing programs do not determine the kinds of information students actually know. Instead, they indicate how far an individual student ranks above or below an average score, and the average score of a classroom or school in relation to other classrooms or schools. In contrast, national assessment evaluates educational changes within

the larger population. The purpose of such an assessment is to provide more adequate information about educational quality on a regional and national basis. The program described in this paper is based on a model of statistical sampling similar to public opinion polls. The model describes the knowledge, skills, attitudes, and understandings of groups of persons nine, thirteen, and seventeen years old and of young adults. National assessment measures population knowledge rather than individual knowledge. Results of national assessment of science and citizenship knowledge reveal that the knowledge of students increases with their age, and that adults tend to forget much of what they learned in school.

12. Campbell, Paul B., and others. Educational Quality Assessment: Phase I Findings. Harrisburg: Bureau of Educational Quality Assessment, Pennsylvania State Department of Education, 1968. 137 pages. ED 065 519 MF $0.65 HC $6.58.

    This document details the findings of the first phase (pilot program) of the Pennsylvania Assessment of Educational Quality program. The design of the phase, the rationale for measurement, the procedures for data collection and processing, and the results of the first data analysis are discussed. Tests given to 1,413 fifth grade students and 1,285 eleventh grade students provide the data, which are related to ten educational goals. The report includes forty figures and eight appendixes: a letter to school superintendents, a letter to parents, instructions to students, a school information form, a student information form, a summary of measurement devices, phase I variables, and phase I correlation matrices.

13. Cooperative Educational Research Laboratory, Inc. A Taxonomy of Programmatic Tasks in an Educational Evaluation Facilitation and Coordination System. Northfield, Illinois: 1969. 40 pages. ED 035 975 MF $0.65 HC $3.29.

    The proposed taxonomy of tasks to be performed in an educational evaluation system encompasses tasks appropriate for evaluators, members of an evaluation unit, and members of facilitation and coordination units. The taxonomy classifies and specifies tasks for (1) developing a climate for evaluation; (2) selecting decision situations and evaluation strategies, and developing evaluation plans; (3) organizing, assessing, and modifying evaluation and management plans; (4) selecting data-gathering techniques and collecting data; (5) interpreting, judging, and reporting outcomes; (6) processing, disseminating, and utilizing information; (7) administering and coordinating activities in an evaluation and coordination system; and (8) providing facilitation services.

14. Dochterman, Clifford L. National Assessment of Educational Progress. Summary of Report 1. Science: National Results. July, 1970. Denver:

Education Commission of the States, 1970. 24 pages. ED 043 099 MF $0.65 HC $3.29.

This report provides concerned citizens and educators with information about the attainment of educational objectives in the United States. Exercises assessing knowledge, skills, and other educational achievements in the sciences were administered to randomly selected nine-, thirteen-, and seventeen-year-olds, and to young adults from twenty-six to thirty-five years of age. This document relates study highlights, explaining what young people know about specific questions or tasks, what information or skills they have, and what misinformation they possess.

15. Dochterman, Clifford L. National Assessment of Educational Progress. Summary of Report 2. Citizenship: National Results—Partial. July, 1970. Denver: Education Commission of the States, 1970. 16 pages. ED 043 098 MF $0.65 HC $3.29.

Exercises concerning citizenship and its responsibilities were administered to randomly selected nine-, thirteen-, and seventeen-year-olds, and to young adults from twenty-six to thirty-five years of age. To inform educators and concerned citizens about the attainment of educational objectives in the United States, this document reports study highlights and illustrates how widely particular citizenship knowledge and attitudes are held at each of the four age levels.

16. Educational Resources Information Center. State Educational Assessment Programs. 1971. 100 pages. ED 056 102 MF $0.65 HC $3.29. (Also available from Advisory and Instructional Programs, Educational Testing Service, Princeton, New Jersey 08540. HC $4.00.)

This document summarizes educational assessment activities as of early 1971 in each of the fifty states and the District of Columbia. Information was gathered through interviews held in each state by staff members of the Educational Testing Service. Many states conduct similar activities: setting statewide educational goals; applying a planning, programming, budgeting system to educational assessment; establishing statewide testing programs; assessing noncognitive development; measuring various influences on learning; checking the influence of the National Assessment Model; and centralizing program control. Problems in assessment concern lack of communication and coordination, the relation of assessment data to financial incentives, the handling of sensitive data, and confusion and conflict about goals.

17. "Evaluation Strategies for ESEA Title I Projects." Speech presented at American Personnel and Guidance Association convention, Dallas, March 1967. 7 pages. ED 013 476 MF $0.65 HC $3.29.

Project and program evaluation represent two broad strategies for evaluation. Product evaluation of a project determines the extent to which objectives are achieved. The evaluator's attention is focused on change in the target pupil or school from beginning to end of the project. In its evaluation of the Elementary and Secondary Education Act, Congress is interested in the types of evidence produced through product evaluation. Process evaluation monitors project conditions to make the project better or more efficient. Program evaluation assesses changes resulting from interactions among projects or treatments. Program evaluation focuses not only on change in target pupils or schools, but on total impact of the program as well. Program evaluation implies that attention to overall barometers of educational health might reveal side effects. Evaluators make no attempt to analyze how or why changes occur. This speech suggests that the school should be an evaluation unit to detect possible fallout effects. Also discussed are the results of the implementation of Cincinnati's evaluation strategy.

18. Flanagan, John C. "Defining Educational Outcomes for Today's Schools and Assessing Their Attainment." Paper prepared for Annual Conference on School Administration and Supervision. Iowa City: Iowa Center for Research in School Administration, University of Iowa, 1968. 9 pages. ED 026 734 MF $0.65 HC $3.29.

    A school's educational objectives should include three major goals for each individual: preparation for an appropriate occupational role, preparation for the responsibilities of citizenship, and preparation for enjoying leisure activities. Previous efforts to individualize education have been relatively ineffective. Project PLAN is an example of efforts to both broaden and individualize educational outcomes. PLAN's goals include the student's personal formulation of goals and plans, with each student given full responsibility for his development. The state of Pennsylvania is attempting systematic collection of the data required to define educational outcomes. Two other studies, an American Institutes for Research study and Project TALENT, were conducted to develop methods for evaluating the attainment of educational outcomes. To improve the quality of their educational program, school administrators should make intensive case studies of student samples, including in their studies the following data: community environment, home environment, personal history, personal activities, personal characteristics, personal plans, and school experience.

19. Foley, Walter J. "The Role of Educational Outcomes in Evaluation Strategy." Paper prepared for Annual Conference on School Administration and Supervision. Iowa City: Iowa Center for Research in School Administration, University of Iowa, 1968. 6 pages. ED 030 940 MF $0.65 HC $3.29.

In systems analysis, an evaluation system is a subsystem superimposed on the educational system to provide information for decisions related to maintenance and goals. Educational outcomes, a broader concept than changes in pupil behavior, represent the starting point for educational evaluation. An evaluation strategy or plan is necessary to evaluate an instructional program in terms of all its significant interactions. The strategy should provide systematic information concerning input and output changes caused by related subsystems and output changes caused by alterations of the system under consideration.

20. Guba, Egon G. "Evaluation and Change in Education." Paper prepared for Elk Grove Training and Development Center Spring Evaluation Conference, Arlington Heights, Illinois, May 1968. Bloomington, Indiana: National Institute for the Study of Educational Change. 46 pages. ED 027 601 MF $0.65 HC $3.29.

    Evaluation, defined as the process of providing and using information for making educational decisions, is a major factor in the achievement of planned change resulting in improved education. This type of change is termed neomobilistic, or moving toward a planned new state, in contrast to evolutionary change or homeostatic change. Evaluations of context, input, process, and product are each necessary in the neomobilistic change process. To perform the full range of evaluation tasks competently, a minimum of six specializations or evaluator roles is required: interpreter, instrument specialist, data processor, information specialist, reporter, and data collector. Six steps outline the procedure for designing an evaluation at each stage of the process. Ten criteria describe the requirements evaluative information must meet.

21. Guba, Egon G. "Evaluation as a Decision-Making Tool." Speech presented at Audio-Visual Conference, Indiana University, June 1970. 31 pages. ED 055 362 MF $0.65 HC $3.29.

    This speech examines three traditional definitions of evaluation, presents a new definition, and describes how this new concept of evaluation functions. Educational evaluation is defined as "the process of delineating, obtaining, and providing useful information for judging decision alternatives." The speech relates practical applications of the new model and explains the model's advantages over traditional forms of evaluation.

22. Hawthorne, Phyllis. Legislation by the States: Accountability and Assessment in Education. A Monograph. Denver: Cooperative Accountability Project, Colorado State Department of Education, 1972. 34 pages. ED 069 050 MF $0.65 HC $3.29. (Also available from Cooperative Accountability Project, Colorado Department of Education, 1362 Lincoln Street, Denver, Colorado 80203. Or, State Educational Accountability Repository,

Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702.)

Compiled from materials in the Wisconsin State Educational Accountability Repository, this monograph reproduces copies of, or excerpts from, legislation enacted in nineteen states through May 1972 for statewide assessment programs; accountability programs; and planning, programming, budgeting systems. Some of the statutes were initiated and recommended by state education agencies; others were mandated by state legislatures. The report also includes a table listing the status of accountability legislation in all the states and outlying possessions of the United States.

23. Hertzog, James F., and others. Educational Quality Assessment Phase II Findings: Phase II Procedures. Harrisburg: Pennsylvania State Department of Education, 1970. 26 pages. ED 051 291 MF $0.65 HC $3.29.

This document outlines procedures for implementing the Pennsylvania Plan and describes the method used to achieve representative sampling. The text details the training and functions of school representatives involved in data collection and presents procedures for collecting school and teacher information and for administering tests and questionnaires. Appendixes include the School Information Form and the Teacher Questionnaire.

24. Irvine, David J. "Performance Indicators in Education." Paper presented at Commissioner's Conference on State and National Assessment, Albany, December 1968. Albany: Bureau of School Programs Evaluation, New York State Education Department. 6 pages. ED 027 626 MF $0.65 HC $3.29.

Evaluation of education involves assessing the effectiveness of schools and trying to determine how best to improve them. While evaluation often deals only with the question of effectiveness, performance indicators in education are designed to make evaluation more complete. Performance indicators are a set of statistical models that relate several important variables to objectives of the schools. The objectives may be student achievement, noncognitive functioning, or social functioning. These objectives are analyzed for statistical relationships with such variables as demographic characteristics, student characteristics, and elements in the school organization. Steps in developing such statistical models include stating educational objectives, selecting and developing measures for each objective and variable, collecting data from each school district, and analyzing the data to determine the best mix of variables related to each objective. The relationships be-

tween variables and objectives generate descriptive, predictive, and optimizing information. Although absolute answers are not provided, the models should help school officials decide on allocation of funds, school organization, teaching methods, and instructional materials best suited for achieving a school's objectives.

25. Kleinmann, Jack H. Profiles of Excellence, Recommended Criteria for Evaluating the Quality of a Local School System. Washington, D.C.: National Education Association, 1966. 128 pages. ED 012 502 Document not available from EDRS. (Available from National Education Association, 1201 Sixteenth Street NW, Washington, D.C. 20036. Stock No. 381-11774, $1.25.)

    Nine groups of questionnaires (119 questionnaires total) are designed to provide local professional associations, boards of education, and administrators with an instrument for comprehensive self-analysis of their school system's operation and for identification of areas needing improvement. Subtopics in each of the nine groups are evaluated on a five-step continuum from inferior to superior. Each subtopic questionnaire solicits recommendations for necessary action. The nine major groups are: educational program; administrative operation; board of education; staff personnel policies and procedures; professional compensation; conditions of professional service; school plant; district organization, finance, and business administration; and the local professional association.

26. Kravetz, Nathan. The Evaluation of Educational System Outputs: An Exploratory Study. A Research Project. Paris: International Institute for Educational Planning, United Nations Educational, Scientific, and Cultural Organization, 1970. 107 pages. ED 055 321 MF $0.65 HC $6.58.

    This four-part document provides an overview of educational evaluation. The first section outlines problems in evaluation, distinguishing between evaluations of student performance (objective attainment) and evaluations of system operation (cost-effectiveness). The second section reviews existing evaluation practices, focusing on student evaluation. This section also describes the purposes, uses, frequency, and implications of testing, and the types of instruments used. The third section indicates some national and regional agencies, international services, and individuals working on problems in educational evaluation. The final section suggests areas for potentially fruitful research, noting the varieties of possible studies and the directions such studies could take.

27. Krystal, Sheila, and Henrie, Samuel. Educational Accountability and Evaluation. PREP-35. Washington, D.C.: National Center for Educational Communication (DHEW/OE), 1972. 56 pages. ED 067 514 MF $0.65 HC $3.29. (Also available from Superintendent of Documents, U.S.

Government Printing Office, Washington, D.C. 20402. Catalog No. HE 5.212:12087, $0.60.)

Educational accountability is both a philosophy and a means of introducing system into an educational enterprise. Discussion of the philosophy of accountability emphasizes the demand for accountability, the possibility of using accountability as a political tool, the promise of accountability and whether it can be kept, difficult issues, who is accountable to whom, and resistance to accountability. System approaches to accountability are related to establishing goals and objectives, and to developing systems for evaluation, feedback, and corrective action. The text describes specific program approaches to accountability: external performance contracting, internal performance contracting, the voucher system, external audit or EPA, systems analysis, and PPBS. The nature of evaluation, who should perform the evaluation, types of evaluation studies, evaluation procedures, research design and measurement, and the technique of analyzing evaluation data are also covered. Five case studies illustrate attempts to implement accountability systems: Portland Public Schools Performance Contracting, Portland, Oregon; Contract Leasing, Grand Rapids, Michigan; PSRMAC Program Audit, State of Washington; A System Approach to Accountability, East Syracuse-Minoa Central School, New York; and The Hillsborough Public School PPBS Program, Hillsborough, California. Numerous references are cited concerning various facets of accountability.

28. Manlove, Donald C., and Mowrey, Lyle. Junior High School/Middle School Evaluative Criteria. Arlington, Virginia: National Study of School Evaluation, 1970. 53 pages. ED 043 671 Document not available from EDRS. (Available from National Study of School Evaluation, 2201 Wilson Boulevard, Arlington, Virginia 22201. $6.00 paper, $7.50 cloth.)

These criteria are the product of the National Study of School Evaluation effort to develop evaluative materials for junior high/middle schools. A manual describes organization of the criteria and provides directions for their use. Discussions of the school and the community and of the philosophy and objectives of evaluation form the foundation for the entire evaluation process. Eight sections detail evaluation criteria for the following areas: (1) educational commitments—providing an opportunity for the school to consider its central priorities; (2) curriculum organization; (3) all instructional areas; (4) student activities; (5) learning media services; (6) student services—guidance, health, special education, food, and transportation; (7) administrative, instructional, and auxiliary staff; and (8) the school plant and facilities. These sections are organized on a five-point format: fundamental principles and premises, the nature of the program, evaluation, school plans for improvement, and a current status scale.

29. Merriman, Howard O. "The Purpose and Problems of Public School Departments of Evaluation." Paper presented at American Educational Research Association annual meeting, Chicago, April 1972. 12 pages. ED 060 541 MF $0.65 HC $3.29.

Departments of evaluation should, ideally, delineate, obtain, and disseminate information useful for educational decision-making. This paper describes the services that should be provided by an evaluation department, gives examples of actual services, outlines problems evaluation departments face in delivering those services, and discusses the level of funding necessary to provide services required by both the community and the U.S. Office of Education.

30. National Assessment of Educational Progress. National Assessment of Educational Progress, Report 1—Science: National Results. Observations and Commentary of a Panel of Reviewers. Ann Arbor, Michigan: 1970. 42 pages. ED 055 785 MF $0.65 HC $3.29. (Also available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. GPO 830-210, $0.50.)

Five reviews relate the National Assessment of Educational Progress results in science. Dr. Mildred Ballou describes the objectives of the assessment by age level. Concerns include explanations for responses, social implications, and validity of testing exercises. Wilmer Cooksey comments on the results from the viewpoint of the classroom teacher and interprets results at each age level with implications for science education. Dr. Richard Merrill details the limitations of the study and makes suggestions for overcoming those limitations. Dr. Elizabeth Wood defines difficulties and hazards of the project. Special attention is given public and mass media problems in making broad generalizations from specific test items. Dr. Stanley E. Williamson discusses what the national assessment program in science means to American education and to science education in the areas of curriculum design and development, and teaching strategies and techniques.

31. National Assessment of Educational Progress. National Assessment of Educational Progress. 1969-1970 Science: Group and Balanced Group Results for Color, Parental Education, Size and Type of Community, and Balanced Group Results for Region of the Country and Sex (National Assessment Report 7). Ann Arbor, Michigan: 1971. 196 pages. ED 067 220 MF $0.65 HC $6.58.

A 1969-1970 national assessment of scientific knowledge produced data on the performance of blacks, and of respondents with differing levels of parental education and from differing types of communities. Blacks performed between 12 and 16 percent below the national average at the

four age levels: nine, thirteen, seventeen, and twenty-six to thirty-five years of age. Results were partially adjusted for disproportionate representation of blacks with respect to the variables of community size, parental educational level, sex, and region. The reduced difference between black and national average performance was between 7 and 10 percent at the four age levels. Blacks performed best on those science exercises largely dependent on daily experience and common knowledge. They performed worst on exercises involving a detached research attitude toward the objects and phenomena of science.

32. Norris, Eleanor. National Assessment of Educational Progress, Report 1—Science: National Results and Illustrations of Group Comparisons. Ann Arbor, Michigan: National Assessment of Educational Progress, 1970. 226 pages. ED 055 786 MF $0.65 HC $9.87. (Also available from Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402. GPO 830-208, $1.75.)

This publication for citizens and professional educators releases approximately 40 percent of the available data on what groups of Americans know and can do in the field of science. Elementary, junior high, and senior high school students and young adults were tested. The assessment sought information in four areas: fundamental facts and principles of science; abilities and skills needed to engage in the process of science; understanding the nature of science, and attitudes and appreciations of scientists and science; and the consequences of adequate understandings of science. Data were analyzed according to four geographic regions, four sizes of communities, four types of communities, sex, and level of parental education. Appendixes discuss development of the National Assessment Exercises, define terms, explain the structure of sampling and weighting, and give data for nine selected science exercises. The report does not attempt to comment on the quality of science education and knowledge in the United States, nor does it make recommendations on the basis of study results.

33. Pennsylvania State Department of Education. Educational Quality Assessment: Manual for Interpreting School Reports. Harrisburg, Pennsylvania: Bureau of Educational Quality Assessment, 1971. 67 pages. ED 065 518 MF $0.65 HC $3.29.

An interpretation of the second phase of the Pennsylvania Educational Quality Assessment program includes the key items on questionnaires administered to fifth and eleventh grade students and a statement of ten goals of quality education. The report discusses sources of condition variables and methods of converting raw data into condition variables. Norm tables illustrate distributions on the measurement instruments in 355 elementary and 73 secondary schools. Tables provide a summary

of the variables used to predict school means and the weights assigned to the variables. Percentile distributions for the total student sample of each of the two grade levels are computed and tabulated. Tables show percentile ranks, raw score equivalents, the mean of each school, and student distribution on five groupings: very high, high, middle, low, and very low. The manual concludes with instructions for reading a norm chart and illustrations of norm charts and school reports.

34. Roaden, Arliss L. "The Assessment of School Performance in Big City School Systems." Paper presented at American Educational Research Association annual meeting, Los Angeles, February 1969. 16 pages. ED 028 510 MF $0.65 HC $3.29.

    This paper presents data and commentary on the methodologies of four studies to assess school performance in Cincinnati; Columbus, Ohio; Detroit; and Washington, D.C. Each of the four cities was experiencing unrest and conflict at the time of its study. Topics of primary concern are school performance objectives, methods and tools used in assessment, conclusions about school performance and recommendations for effecting improvements, and specific recommendations for the development of capabilities for continuous self-assessment. The four school systems relied heavily on standardized tests to assess school performance. One of the major problems concerned the release of test results to the public. The paper concludes that, in spite of remediation programs, students from poor families are still likely to be poor achievers.

35. Roberson, E. Wayne, editor. Educational Accountability through Evaluation. Englewood Cliffs, New Jersey: Educational Technology Publications, 1971. 114 pages. ED 054 221 Document not available from EDRS. (Available from Educational Technology Publications, 140 Sylvan Avenue, Englewood Cliffs, New Jersey 07632. $3.00.)

    Edited presentations of the Accountability through Evaluation Institute provide insight into some problems and solution in educational accountability. Documents include "Educational Accountability," by Lee E. Wickline; "A Scheme for Evaluation," by Robert Armstrong, Terry D. Cornell, Robert Kraner, and E. Wayne Roberson; "A Systematic Approach to Needs Assessment," by Terry D. Cornell; "Planning-Programming-Budgeting Systems," by Arthur O. Bachelor; "Negotiating a Performance Contract," by Albert V. Mayrhofer; and "Educational Program Audit," by Robert Kraner.

36. Tukey, John W., and others. National Assessment Report, 4 1969-1970 Science: Group Results for Sex, Region, and Size of Community. Denver: Education Commission of the States, 1971. 108 pages. ED 063 101 MF $0.65 HC $6.58. (Also available from Superintendent of Docu-

ments, U.S. Government Printing Office, Washington, D.C. 20402. Stock No. 1780-0845, $1.00.)

This report is part of a national assessment of children's knowledge and abilities in science. Results are presented in terms of percentages of respondents providing correct responses to specific exercises. Results include the following: males performed better than females, and the disparity increased through four age groups; females did appreciably better than males on exercises involving knowledge of human birth or reproduction; at all four ages, respondents from the Southwest performed worse than respondents from the country as a whole; the other three regions were similar to each other in typical performance, with some regional variations; and individuals living in urban fringe areas scored highest, those in large cities lowest. Appendixes include definitions of age, region, and size-of-community groupings; national percentages of success; effects of region, size of community, and sex on the science exercises; and standard errors for region, size-of-community, and sex effects.

37. University of Kentucky. The Measure of a Good School. A Guide to Evaluation of School Systems Adapted Particularly for Use in Kentucky School Districts. Lexington, Kentucky: College of Education, 1964. 78 pages. ED 037 920 MF $0.65 HC not available from EDRS.

Comments on school evaluation are divided into six categories: (1) program goals and school objectives; (2) staff—age, sex, experience, preparation, and the problem of retaining good teachers; (3) administration and district organization; (4) finance—an outline of the operation of a foundation program and discussion of general tax structure; (5) school plants—site and location, pupil dispersal, and enrollment projection; and (6) school transportation—reviewing routings and organization of services, with emphasis on economy and improved service. Forms for grouping data are presented with comments and suggestions for using the forms to simplify data-gathering procedures.

38. Wardrop, James L. "Towards a Broader Concept of Educational Assessment." Paper presented at Second Annual Mardi Gras Symposium on Education: Instruction, Assessment, and Accountability, New Orleans, February 1972. Urbana: Center for Instructional Research and Curriculum Evaluation, University of Illinois. 28 pages. ED 060 062 MF $0.65 HC $3.29.

Changing emphases and trends in education have led to a reformulation of notions of assessment and an awareness of the limitations of current measurement technology in dealing with newer conceptualizations. This paper discusses the antecedents of learning, the transactions that occur

during the learning process, outcome measures, the necessity of ascertaining intentions, and the plurality of goals and values related to judgments based on assessment data. Problems highlighted in the paper concern criterion-referenced measurement, measurement of change, and the limitations of standardized tests as instruments for accountability.

39. Welsh, James. Educational Quality Assessment. Pennsylvania Looks at Its Schools. Harrisburg: Pennsylvania State Department of Education, 1971. 26 pages. ED 065 516 MF $0.65 HC $3.29.

The beginnings, goals, implementation, and future of the Pennsylvania Plan for Educational Quality Assessment are the subjects of this report. The plan aids Pennsylvania schoolmen in assessing the quality of education their schools are providing. Ten goals of quality education encourage students to develop self-understanding, understanding of others, basic language and number skills, good citizenship, good health habits, their own creative potential, an appreciation of broad human achievement, a continuing interest in their own further learning, an ability to prepare themselves for productive vocations, and a general ability to change within a changing world. A pilot program tested the ten-goal measurement package to ensure the reliability and validity of each test. Variable conditions were student, teacher, school, and community characteristics. The second phase of the Pennsylvania Plan used student and teacher questionnaire responses and data from school administrators and the Bureau of Statistics to develop standards for student performance. The third phase is actually assessing 111 school districts in the state. A case study of one of the school districts is included. A chart lists actual scores for each student and percentile rankings of the schools on the ten goals.

40. Wick, John W., and Beggs, Donald L. Evaluation for Decision-Making in the Schools. 1971. 268 pages. ED 053 221 Document not available from EDRS. (Available from Houghton Mifflin Company, 53 West 43rd Street, New York, New York 10036. $4.95.)

Written for teachers, administrators, professional specialists in the schools, and students in training, this book deals with educational research and measurement techniques produced by experts in evaluation. No special mathematical background is assumed, and the book may serve as a supplementary text in such courses as measurement, psychological foundations of education, and educational administration, guidance, and personnel. Selection of topics was based on important decision points for practitioners in the schools. Topics include evaluation and the learning climate, outcome evaluation, continuous assessment, using achievement tests, homogeneous grouping, evaluation and inservice programs, staff attitude and morale, recruiting and retaining teachers,

evaluating teacher effectiveness, assessing community attitude, the school bond issue, and educational measurement and desegregation.

41. Wilhelms, Fred T., editor. Evaluation as Feedback and Guide. 1967 Yearbook. Washington, D.C.: Association for Supervision and Curriculum Development, 1967. 290 pages. ED 022 265 MF $0.65 HC not available from EDRS. (Available from Association for Supervision and Curriculum Development, 1201 Sixteenth Street NW, Washington, D.C. 20036. $6.50.)

    This yearbook calls for radical change in educational evaluation. The first section defines evaluation, discusses its contributions to education, and assesses present practices. The second section examines the potential role of evaluation in improving learning and in maximizing teacher effectiveness. The third section illustrates the possibility and desirability of discarding old patterns of testing, measuring, and record keeping, and reviews successful pilot efforts to use a new system. The fourth section emphasizes that all the problems of a new system are not yet recognized or solved but points to the potential of the ideas in the yearbook.

42. Wohlferd, Gerald. Toward an Evaluation of Education: A Description of the Quality Measurement Project. Second Edition. Albany: Bureau of School Programs Evaluation, New York State Education Department, 1969. 34 pages. ED 042 800 MF $0.65 HC $3.29.

    The Quality Measurement Project was established in New York in 1956 to determine the feasibility of measuring quality differences between schools and of identifying variables related to those differences. The revision of the project in 1964 surveyed 99 representative school systems, administering tests at grades five and eight. The project distinguished national and state norms on the Iowa Tests of Basic Skills and the Lorge-Thorndike Intelligence Test. School system groups were compared by system size, average IQ, mother's education, father's education, and father's occupation. Student groups were compared by IQ, mother's education, father's education, and father's occupation. As a result of these studies and further correlations, the author suggests three methods of school system evaluation: comparison of school system average score with several state subgroup norms, comparison of local subgroup average scores with similar state subgroup scores, and prediction of a local average score using regression analysis and a nomograph. The study is supplemented with comprehensive graphs and illustrations.

43. Wohlferd, Gerald. Quality Evaluation through Nomographs. Albany: New York State University System, 1970. 34 pages. ED 047 006 MF $0.65 HC $3.29.

The Quality Measurement Project in New York applied nomographic techniques to simplify the assessment of school effectiveness. Essentially, a nomograph is an easy-to-use graphic method for obtaining a predicted score without using the original regression equation on which the graph is based. The case described predicts the average reading score for grades five and eight, and the average arithmetic and composite scores for grade five on the Iowa Tests of Basic Skills, Form 4, from average IQ, average mother's education, and instructional costs. Average arithmetic score for grade eight can be predicted from mother's education, father's education, and IQ; average composite score for grade eight can be predicted from father's education, IQ, and instructional costs. Computations for each of the variables on the included charts are described in the text. The author explains the process of entering the figures on the chart and of obtaining the predicted score—a matter of drawing two or three lines. Once the predicted score is obtained, it can be compared with the actual average score, and school effectiveness can be assessed using the standard error.

44. Womer, Frank B. What Is National Assessment? Ann Arbor, Michigan: National Assessment of Educational Progress, 1970. 56 pages. ED 067 394 MF $0.65 HC $3.29.

National Assessment of Educational Progress is a plan for a systematic, census-like survey of the knowledges, skills, understandings, and attitudes of four age levels in ten subject areas. This information-gathering program is designed to provide both the educational community and the lay public with data about some of the direct outcomes of education as exhibited by students and young adults. The ten areas of assessment are art, career and occupational development, citizenship, literature, mathematics, music, reading, science, social studies, and writing. There are three criteria for setting objectives: (1) objectives for each subject area must be goals satisfactory to subject matter specialists, (2) objectives must be currently accepted by most schools as goals of American education, and (3) objectives must be acceptable to thoughtful lay adults as reasonable goals of American education.

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